

**COMMUNITY INVOLVEMENT AND PERFORMANCE OF SECONDARY SCHOOLS
IN KHABUTOLA SUB-COUNTY MANAFWA DISTRICT,
EASTERN UGANDA**

BY

WATAMBA PASCKAL

REG. NO:1163 – 07234 - 07224

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DECLARATION

I **Watamba Pasckal** declare that this research work is my original work and has not been submitted for any other award of a degree or published at any institution of higher learning.

W. Pasckal

Signed

WATAMBA PASCKAL

1163 – 07234 – 07224

17th / 09 / 2019

Date

APPROVAL

This research report has been submitted for further examination with my approval as a candidate's University supervisor.

Sign.....

Date.....17...../.....09...../.....2019.....

Deborah Taligoola (Mrs.)

DEDICATION

This research report is dedicated to my beloved mother Mutyembu Betty for her financial, moral and spiritual support in my education. Also, are dedicate this work to my step mum Kibone Doreen, my little ones and my best pals whom consider to be my brothers from other mothers Wamimbi Boaz and Wagooli Dominic, you really make a great part of me.

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ABSTRACT

The purpose of study is to establish the effect of community involvement on performance of secondary schools the objectives were examine the ways of community involvement in management of secondary schools, to establish the contributions of community in performance of the secondary schools and to determine the challenges faces in community involvement in the performance of secondary schools. The study was conducted in Khabutola Sub-County in Manafwa district, the study adopted a descriptive survey research designs base on entirely quantitative research design. The data was collected from 50 respondents who were the parents and local leaders of Khabutola Sub-County. The study findings reveal that whereas the community provides involvement in schools, the ways of participation are quite limited. The community makes some few contributions to the performance of the secondary schools and is limited by poverty of the communities and lack of policy for involving community in participating in the schools. The study on the findings included that there are different mechanisms of community involvement in the management of the schools thought this are high limited. the study further conclude that the community participates in performance of schools through provision of land, funding and some school needs. There is limited degree of parents' awareness in schools management, lack of policy requiring or supporting community involvement, lack of society mobilization by education institutions and limited performance dimension in management of education sector. The study recommends that there is a need to orient and educate or the stakeholders on their responsibility of participating in decision making process in schools as well as ensure transparency and accountability of the funds they help to raise. The study recommends deliberate involvement of the community in affairs of the school. The study recommends that policy formulation on matters on management of secondary schools should be all inclusive so that it can address the societal needs. Therefore, the Ministry of Education ought to formulate a structure that allows for community participation at policy formulation stage to implementation and maintenance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, problem statement, purpose of the study, research objectives, research questions, scope of the study, and the significance of the study and theoretical framework.

1.1 Background to the study

Adeogun (2004) views community involvement as all forms of involvement and supports that parent, the collective body of parents and teachers, local leadership and residents in a school neighborhood offer to the enhancement of learning and teaching in a school. Community participation in education in this study is defined as the level or extent of community involvement in the decision-making process, management, activities; or running of schools.

Performance of schools refers to the total outcomes of the school in the means of the performance in academics and schools' entire welfare that are intended to generate the values for the schools' values and attainment of the work values. It is the general welfare of the school in terms of performance and operation in the school environment. Academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Academic performance is measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts.

According to USAID/CSPP (2008, p.7), Community participation is defined as "a social process whereby specific groups with shared needs often living in defined geographic area pursue identification of their needs, make decision and establish mechanism to meet their needs". Community participation is the positive relationship between the full time school Staff and local residents to improve the students' performance.

De Grauwe (2013) states that in most of the Organization for Economic Co-operation and development (OECD) countries, legislation have been put in place to foster and enhance

collaboration between teachers and parents. This relationship helps in good governance in schools and consequently enhances children's development in learning. A study on school community relationships for the last 15 years by Ballen and Moles (2013) found out that some strategies for parent and community involvement in the educational process substantially improved the quality of student's educational experiences and their achievement in elementary and secondary schools. But Campbell (2012) points out that the task now confronting educational reformers and researchers is to refine the understanding of the characteristics of effective parent and community involvement and of the related conditions in educational systems and communities under which such involvement has the most beneficial impact. It is not even clear who is responsible for parent and community involvement in the management of the public secondary schools in most of the schools in developing countries.

In their observation Onsomu and Mujidi (2011) confirm that in majority of Africa countries, teachers appear not to accommodate community involvement or entice parents to become more involved. Some of these provide fewer instructions for parents, vary meeting times for parents, find less effective communication mechanisms and do less or no home visits. In support Naidoo and Anton (2013) say that in most cases the family-community are not given chance in doing the business of schooling, create site-based decision making that involves parents and recreate a school structure that is less bureaucratic, less impersonal and less budget-driven and in general overcoming barriers to parent involvement in the broad context of needed systemic changes. This is the case in Khabutola who undergo the same challenges.

Onsomu and Mujidi (2011) emphasize that East and Central Africa still suffers from almost the same factors namely; first , the schools leadership do not attempt to establish a partnership with the parents , believing that parents were irrelevant to the schooling process , since they did not even know what is being taught. Second, illiteracy level is very high to most parents and therefore has low educational background and negative attitudes and anything to do with school is intimidating to them. Third, the long distances between home and schools, and the cost of travelling inhibit parents from checking on their children at school. Fourthly, most parents believed teachers could do it all alone, and do not see the need to get involved. This is true of public secondary schools in Khabutola Sub-County, Manafwa district in Eastern Uganda and Uganda at large, there is an existing need to deliberately create partnerships between the schools and the community to ensure community involvement in the management of the schools.

The community involvement in the schools and performance in Uganda reveal that community partnership enables the school and the community to share the responsibility of running the schools and helping the child to achieve the aim of education without which neither the school nor the community can benefit (Tondeur, 2013). The Ugandan environment experience the poor performance trends of the schools especially in the academic, the presence of the state of the community involvement in the state of the community especially in rural Uganda is quite complicated and in their environment.

1.2 Statement of the Problem

Secondary schools performance in Uganda and Eastern Uganda in particular have registered poor performance in both academics and operations management that have left the schools in a dilapidated state with others closing (UCE UNEB, 2018). The performance of the schools are coupled with reduced and poor academic performance, absenteeism of the staff, late coming, poor delivery of the work dynamics and low degree of curriculum coverage that have left the schools to poor performance. The issues surrounding the performance of the schools are limited by poor stakeholder involvement such as the community that the schools operate in (Tondeur, 2013). The community involvement in the schools is fundamental for advising and directing the flow of the resources including the management of the schools for better performance. Wunti(2006) argued that community involvement in the schools management is fundamental for enhancing the performance of the schools; these provide that the poor performance can be reverted with community involvement and these seem to be lacking. The state of the education in terms of planning, control and implementations is challenging, if communities were participative in the education management perhaps the education sector would be performing (UNESCO, 2017). It is based on this that the researcher is set to evaluate the role of community involvement in the performance of the secondary schools in Khabutola sub-county, Manafwa district.

1.3 Purpose of the study

The purpose of the study was to establish the effect of community involvement on performance of secondary schools in Khabutola sub-county, Manafwa district.

1.4 Specific Objectives

- 1) To examine the ways of community involvement in the management of secondary schools in Khabutola sub-county, Manafwa district.
- 2) To establish the contributions of community in the performance of the secondary schools in Khabutola sub-county, Manafwa district.
- 3) To determine the challenges faced in community involvement in the performance of the secondary schools in Khabutola sub-county, Manafwa district.

1.5 Research questions.

- 1) What are the ways of community involvement in the management of secondary schools in Khabutola sub-county, Manafwa district?
- 2) What are the contributions of community in the performance of the secondary schools in Khabutolasub-county, Manafwa district?
- 3) What are the challenges faced in community involvement in the performance of the secondary schools in Khabutola sub-county, Manafwa district?

1.6.0 Scope of the study

1.6.1 Geographical Scope

The research was conducted in Khabutola sub-county located in Manafwa district. The choice of the study area was because of its accessibility by the researcher and the fact that it holds substantial information on the topic that help the researcher to accomplish the objectives set in finding out the topic of study

1.6.3 Content Scope

The study focused on the effect of community involvement on performance of secondary schools. The objectives were to examine the ways of community involvement in the management of secondary schools, establish the contributions of community in the performance of the

secondary schools and challenges faced in community involvement in the performance of the secondary schools.

1.6.3 Time scope

The research was carried out for the period of 3 months from April to July 2019. This time period was chosen because it provided ample time to collect factual data from the field.

1.8 Significances of the study

The study was significant because the result would provide room for the improvement of education in Manafwa district. This is because the findings was to have the following significance to school administrators, policy makers, parents, researchers, teachers and head teachers at different levels.

Policy makers: the study brought the prevailing problems of community participation in school management on the surface that help policy makers and planners who can use the information from this research in planning and developing education policies for improving quality education and school management for specific local government Education authority official or the whole country.

Head Teachers: community participation in school management strengthened school to formulate policies that involved parents and community. It motivated the educational stake holders like head teachers to welcome the students' parents in the school management and also value their initiative. This cooperation contributed to the improvement education practices on the learners' side as well as school.

Researchers: this study was a source arousing the researcher's interest to carry out research on the impact of community participation in secondary school education management, not only in secondary schools of Manafwa district also in the schools of the whole state.

1.8 Conceptual Framework

Independent variable

Community involvement

- Motivating teachers
- Fundraising / cost sharing
- Social and political commitment

Dependent Variable

Academic Performance

Success in exams

Source: Researcher Designed

The conceptual framework in this research study highlighted the theoretical model of how the logical sense was achieved of the relationships among the several factors that were identified with the dependent and independent variables of the problem that was under study. The dependent and independent variables were conceptualized fund raising; motivating teachers and social and political commitment in study are explored while academic performance was measured through performance in exams. The community involvement has positive effect on academic performance that is to say the community participation in school system improves the students' performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This reviews several findings, facts and opinions from various literatures of different scholars in an attempt to answer the research questions. This chapter stipulates people's views on the aspects provided for and studied in regard to objectives by citing other author's contributions to topic of study.

2.1 Ways of community involvement in management of secondary schools

Heneveld, and Craig. (2009) recognized parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that are relevant to the region: (1) children come to school prepared to learn; (2) the community provides financial and material support to the school; (3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction.

Williams (2001) argues that there are three models of Education and Community. The first one is traditional community-based education, in which communities provide new generations of young people with the education necessary for transmitting local norms and economic skills. In this model, education is deeply embedded in local social relations, and school and community are closely linked. The government, being of little use in meeting the specialized training needs of industrialized economies, plays a minor role, providing little basis for political integration at the national level. The second model is government-provided education, in which governments have assumed responsibility for providing and regulating education. The content of education has been largely standardized within and across countries, and governments have diminished the role of the community. However, a lack of resources and management incapability have proven that governments cannot provide the community with adequate the educational delivery, fully-equipped school buildings, and a full range of grades, teachers and instructional materials.

Communities can contribute to schools by sending respected community members, such as religious leaders or tribe heads, to the classrooms and talk about community history, traditions,

customs, and culture, which have been historically celebrated in the community. Schools themselves can contribute to community efforts by developing sustainable solutions to local problems. One example is found in the Social Forestry, Education and Participation pilot project (SFEP) in Thailand, documented by McDonough and Wheeler (2007).

Moreover, parental involvement in education is seen as a right, or as an outright democratic value in some countries. According to OECD study (2002), “in Denmark, England, and Wales, parents have a right to be represented on the governing bodies of schools; in France, they have a right to representation on a whole range of policy-making bodies; the Parent’s Charter gives English and Welsh parents a number of rights, including the right to certain information from the school; in Spain, the Constitution recognizes the right of teachers, parents and students to participate in defining the scope and nature of the education service; and forthcoming legislation in Ireland will place parents at the center of the education process, and give them a wide range of statutory rights in relation to education.

One of the major factors to ensure sustainability of programs is the availability of funds, whether from governments, private institutions, or donor organizations. In this regard, community participation in education cannot ensure the sustainability of schools by itself since communities oftentimes have to rely on external funding to keep the program sustained. However, involving community is a way to ensure that the benefits brought by a development program will be maintained after the external interventions are stopped. Thus, sustainability is dependent on the degree of self-reliance developed in target communities and on the social and political commitment in the wider society to development programs that support the continuation of newly self-reliance communities (Lovell, 1999). Community members are expected to be actively involved in the process of interventions through planning, implementation, and evaluation. Furthermore, they are expected to acquire skills and knowledge that will later enable them to take over the project or program.

Community participation can contribute to preparing and improving home environment, by encouraging parents to understand about the benefits of their children’s schooling. A World Bank study (2003) which analyzed primary education in India, discovered that families aware of the importance of education can contribute much to their children’s learning achievement, even in disadvantaged districts. It also shows that students from families that encouraged children’s

schooling, by allocating time at home for study, encouraging reading, and supporting their children's educational aspirations, scored significantly higher on tests of learning achievement.

According to USAID/CSPP document, community may participate in school program through committee such as parent teacher association (PTA), School education and training board (SETB), School management committee (SMC), School improvement committee, etc. These committees may play in leadership and management and as intermediaries between the school and the community. Community members may participate directly in the school program decisions and evaluation during the parent teacher conferences. The community members can also participate directly as teacher aids, tutors, financial supporters (fundraising) as well as advisors. Therefore the main objective of community participation in a school system is to improve the students' performance. To facilitate this, the Ethiopian Ministry of Education has issued a document MOE (2006) to decentralize educational management and to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. According to this Document, involvement of the community was mainly limited to fundraising and contribution of labor for school construction.

Regarding the importance of community participation in school program, Dodd (2002, pp.4-6) stated that "parents are both teachers of their children and mediators of the school". They have the right and obligation to make sure that children are well served by the schools they attended. In relation to this, World Bank (1995) has also noted that educational institutions may be accountable for their performance when households are more closely involved in the activities of the institutions. When parents involve in the affairs of a school, the students will more likely be satisfied and more importantly, this will help the education process to be more effective.

Fehrman (2000) noted that students whose parents are actively involved in their education have better grades, test scores and long term academic achievement. Students also attend schools more regularly, complete more homework and demonstrate more positive attitudes and behaviors than those with less involved parents. Similarly, Eby (1997) also argued that parents are the child's first teachers and children respond better when they know their parents are behind them, and children are viewed as continuously learning both in school and in family.

The World Bank (2001) also stated that communities can participate in school fund raising in forms such as cost sharing. In the case of Ethiopia, cost sharing starts at grade 11 and upwards.

The reason for not asking parents to share costs of education of their children at lower grades is to provide basic education to all. Basic education at lower grades is considered to be the rights of the people. This encourages all the citizens of the nation, including those poor communities who cannot afford to make any contributions at all, to send their school age children to attend basic education. At higher grades, where cost sharing is mandatory, students can continue attending their classes through loans granted from the government for the cost sharing payment. But ultimately, the amount borrowed by the students will have to be repaid when the students get employed. Such loan arrangement from the government helps the students from poor communities, who cannot make outright contributions for the cost sharing to continue

Coleman (1998) concluded that student commitment can be sustained and strengthened by collaborative teacher attitudes expressed in and through their practices and for that reason, strong connections with the home are essential to the success of the task.

Teachers can facilitate and encourage parent-community collaboration through some simple practices all well-known but not implemented consistently in many schools. Most parents are conscious that much more could be done to help their children learn in the classroom and in the home as well. For consistency and preciseness about the role of parent-community involvement in schools; Mortimore et al. (1988) undertook a study of school effectiveness and found that parental involvement practices represented one of the twelve key factors that differentiated effective from less effective schools.

Some of the literature sources advised that the decision about the precise nature of parent involvement must take into account cultural, ethnic and class differences as well as variations related to the age and gender of learners. (Fullan, 2001) is of the opinion that in determining what conditions parent-community involvement is most beneficial we have to understand the different forms of parent-community participation and their consequences for the school, the learner and other personnel in the whole school system. The reason provided by Shaeffer and others is that certain forms of involvement produce positive results while others may be wasteful or completely counter-productive (Shaeffer, 1994).

2.2 Contributions of community involvement in the performance of the secondary schools

Community participation in the affairs of schools can greatly vary across different geographical areas. Community participation is one way of creating an opportunity to all members of a community to engage in the monitoring of student's performance. As already stated previously, the term participation is an experience felt differently by different people in different situations. Even in similar situation the form and degree of participation is not the same for all. Owing this, different scholars categorized the level of community participation in different ways. For instance scholars like Nayaran and Katrika (2010) described that community participation is a meaningful and active involvement of the community starting from the planning all the way to the implementation of a program. Members of a community could be converted from being observers to being contributors. As such community members may attend projects or provide various supports ranging from morale up to contributing skills and leadership roles in the community participation activities. Community members may also participate in the election process of community representative such as Parent Teacher Association (PTA) at schools or they may participate at higher level responsibilities such as working as community representatives.

In many cases, Decker, and Decker (2004) noted that, community input to school systems was a response to lack of government action. Communities in these situations feel that the main responsibility for education lies with their governments. At the same time these communities realize that the governments are either unable or unwilling to ensure adequate resource allocation and provision for their plans or activities. These communities realize that if they wish to provide schools with adequate resources, they must themselves bridge the gaps. In a decentralized system, school bodies, on behalf of communities, will eventually become responsible for management and administration of schools. The head teacher becomes accountable to both the school board and the Ministry of Education system authority (Babyegeya, 2002).

Decker and Decker (2004) posit that the rationale for involving the community in planning and decision – making is based on the belief that citizens have right as well as a duty to participate in determining community needs, in deciding priorities, and in selecting the most appropriate strategy for the allocation of community resources. As people are allowed to participate in decision-making, objectives for the formulated program become their own aspirations, hence the urge to implement them successfully is great.

Although it is stipulated under Rugh, and Bossert, (2006)., that Wards will be responsible for mobilizing communities for construction of buildings, enrolment and retention of students, and school board to oversee implementation of school development plans, Lweja (1993) found that boards as well as school committees are just rubber stamps. This being the case, there is a need to involve leaders at community levels in the management position in order to improve efficiency, transparency and accountability in order to accomplish the school development activities.

Involving community members in school management would create a sense of responsibility among community members to ensure that enhanced participation and quality improvement in education becomes a reality. Many educational reforms and innovations fail because no one explains to the community members why the changes are necessary (Mosha, 2006)

Effective school-community relations raise student persistence and achievement, Eccles and Harold, (2009) contends that student achievement is positively associated with involvement in school, and that schools that encourage high levels of parent involvement outperform their counterparts where there are lower levels of involvement. Perrone (2008) argues that although every community has persons with experience who could further enrich life in schools, many schools do not utilize community resources to their full advantage. Schools that have depended on teachers alone, he continues to note that such schools have always been limited by the experience base that teachers bring to their classrooms. In support Fullon and Watson (2013) says that in order to understand the school-community relationship one needs to; address the nature of the relationship that exists, how parents and teachers can work together for school improvement and how teachers can be integrated into the community.

Karen and Warren (2011) suggest that the extent of partnership between home and school are mostly influenced by teachers and parents' practices, attitudes and beliefs. He says that the extent of family school collaboration is affected by various school and teacher practices, characteristics related to reporting practices, attitudes regarding the families of the children in the school, and both interest in and understanding of how effectively to involve parents. Although there is increasing recognition of the specific role that the parent involvement in schools plays in the achievement of students, historical analysis indicates that parent-teacher relations are more

characterized as those of dissociation (Donbusch and Glasgow, 2009). In other words, schools and homes seldom collaborate as closely as maybe expected.

Fitriah (2012) observes that advocates for school community relations believe that; parent involvement will mobilize and create resources that schools may not be able to generate, parents and teachers are willing partners in home-school links, parents and families will be able to pool together those local resources that are relevant to the education of their children.

Tondeur (2013) argues that there are vast untapped educational talents within the family and opportunities outside the traditional formal classroom structure that could be useful to schools. Families are among the greatest resources a teacher will encounter, she writes, and no matter where you teach, families are guaranteed resources of human experience. Duhou (2013) also believes that when teachers establish close working relationships with a family, little by little, we get to know the whole child. Family observations and insights about children inform our teaching and help us better understand children's behavior.

Lipton (2008) also attempt to locate race and socio-economic orientations within the contexts of school-community relations, contending that ugly racial histories in communities make some parents of colour reticent to be a visible presence at school. They also believe that because low income parents do not have ready access to information about schools, these parents lack the confidence that would enable them to involve themselves in schools. Community representatives, Sharma (2013) suggests that can inform discussions around curricular and extracurricular issues and the process develop more democratic relationships with the professional staff.

2.3 Challenges faced in community involvement in the performance of the secondary schools

Involving communities in the education delivery requires facing and tackling a number of challenges. In general, as Crewe and Harrison (1998) articulate, participatory approaches tend to overlook complexities and questions of power and conflict within communities. They are designed based on the false assumption that the community, group, or household is homogeneous, or has mutually compatible interests. Differences occur with respect to age, gender, wealth, ethnicity, language, culture, race and so on. Even though marginalized or minority groups (such as female, landless, or lower-caste people) may be physically present

during discussion, they are not necessarily given a chance to express their views to the same degree as others.

Gaynor (1998) analyzes the complex relationship between teachers and parents in her study on teacher management with a focus on the decentralization of education. She argues that many parents in many countries would like to be more involved in selecting and monitoring teachers. However, analyzing impacts of the El Salvador's EDUCO project in which parents are responsible for school management and monitor teachers, Gaynor stressed that the teachers feel threatened by parental involvement, believing that it will diminish public regard for their professional status.

Lack of interest arises from different perspectives. Teachers prevent parent involvement due to their unwillingness to face hostile parent, fear of failure and fear of criticism Bray, (2000). There is also unwillingness from the side of parents due to their feeling powerless when they communicate with educators. Emphasizing this Molnar (1996) described that education organizations, for a multitude of reasons, are reluctant to share their power with parents. He further generalizes that absence of clear roles for teachers, principals and parents makes them disinterested in school activities.

Inadequate training of principals and teachers can be one of the barriers of parent involvement in school activities. Many teachers feel that they have been hired only to teach and not to carry out parent involvement responsibilities, Cohen, Marrison, and Manion, (2000) also asserted that training parents in this regard requires a great deal of commitment of the professionals to allocate substantial time for this purpose. Parent training is one of the critical issues in the cooperation between the school and the community. Parent training helps to change the current behaviors and interaction patterns of the parents. The barrier to collaboration with parents is the unrealistic expectation of the school and the lack of experiences and skill of parents to carry out the expected responsibilities of the schools.

Berger (2007) believes that building and maintaining a genuine partnership with parents is a process of continually seeking to understand assumptions and to share meanings and expectations. Partnerships can only grow when they are based on mutual trust and respect for the others' values, perspectives and experiences. It is not uncommon, however, for minority parents and families to feel alienated from the school. But Comer (2009) points out that minority parents

may lack knowledge about school protocol and may feel inadequate or unwelcome due to differences of income, education or ethnicity compared to school personnel. This difference may result in the perception that the school is indifferent or even cold. In turn, the school then judges parents as uninterested in school involvement. Additionally, the psychological distance between minority group parents and teachers is compounded when school personnel do not see themselves or the school as a part of the surrounding community and the families (Gwendolyn, 2014).

2.4 Summary &Conclusions

The building of a realistic expectation of what the schools can do in a community represents one of the major tasks of any school administrator. Only with such understanding can school procedures make sense to citizens and lead to significant advances in school performances, transparency and accountability. From the literature review, it is evident the school administrators restricts the involvement of parents and community members to a specific role of provision of resources. There is a pressing need to create partnership between the school and the community. It is generally said that a school is not an island, but a partnership of the community in which it is located. As evident in the literature review, members of the community are presently only partially involved in the school affairs. Community relationship requires particular attention because of the provision of funds, facilities and supplies through self-help efforts as part of management. As such the principals have to be accountable to the community. Therefore, it is very important to know how many schools adhere strictly to the school community relations in order to succeed in their educational objectives. Hence the concern of the current study is to examine community involvement and its impact on public secondary schools management in Uganda.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the methods that will be used to collect data and analyze it. It greatly concerns the research design, the population that will be studied, the sample selection procedures and sampling techniques used, data collection, methods of verifying reliability and validity of data and methods, matters regarding ethics and the limitations of the methodology that will be used as well as the conclusions drawn from the methodologies used.

3.1 Research design

The study adopted a descriptive survey research designs. The study adopted this design to establish the influence of community involvement and performance of secondary schools. The focus was on both qualitative and quantitative research approaches. Qualitative research was conducted in a natural setting and involves a process of building a complex and holistic picture of the phenomenon of interest. Measured with numbers and analyzed using statistical techniques. The purpose of using the quantitative approach was to evaluate objective data consisting of numbers with the aim of achieving high levels of reliability in terms of data analysis.

3.2 Study Population

A population is the aggregate or totality of objects or individual having one or more characteristics in common that are of interest to the researcher. The target population of study was the local leaders (politicians) and parents of the students in the secondary schools of government who were 60 in total, including 40 parents and 20 politicians. The study population therefore constituted 60 people chosen from the political leaders, civil servants mentioned in the categorization above.

3.3.1 Sample Population and Size

A sample is a portion of the population that represents the entire population, because of time and resource the researcher may not interface with the entire research population, this prompted the researcher to choose a sample. The study constituted 50 respondents.

3.3.2 Sampling Techniques

The researcher used probability sampling method and in particular stratified sampling and simple random sampling was used to give equal chance to the respondents. In stratified sampling that the researcher divided the population (parents of the students) according to schools into sub populations this was especially used to students to capture the different sub groups of the population. Then he selected simple random sample independently from each Sub-population. Purposive sampling was used in the selection of political leaders; these were perceived to have information suitable for the study.

3.4 Data Collection Instruments

Data was collected using primary and secondary sources in order to get accurate data.

3.4.1 Questionnaire

The use of questionnaire as a technique of data collection was employed. This involved writing down questions to the people to tick the right alternative and fill in the questionnaire. The method was made relevant to the study because it was used to obtain the information on this specific problem under in brief intervals of time. This also provided information about a large and representative sample.

3.5 Data collection Procedure

An introduction letter was obtained from the college of education open and E-distance learning (CEODL) for the researcher to solicit approval to conduct the study from the schools and local authorities. When approved, the researcher secured a list of the qualified respondents from the in charge and select through purposive sampling from this list to arrive at the minimum sample size. The respondents were explained to about the study and requested to sign the Informed consent form. The researcher produced copies of the questionnaire and trains the research assistants.

3.6 Validity and Reliability of the research Instruments

3.6.1 Validity

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by use of tests. The validity of instrument is the extent to which it does measure what it is supposed to measure. According to Mugenda and Mugenda (1999), Validity is the accuracy and meaningfulness of inferences, which are based on the research results.

Tool validity was checked and confirmed using the retest method for content validity index (CVI.) judges were used to establish validity for each item. Where by judges are selected to

judge each item. The inter judge coefficient validity is computed to be $CVI = \frac{\text{number of judges declared item valid}}{\text{total no of judges}}$ to arrive at an average acceptable for the study using the research instrument.

3.6.2 Reliability

The reliability of the research instruments was established using Cronbach Alpha Coefficient test. Specifically, this test over the research items systematically arranged in the questionnaire according to the research questions. All the variables reflected in these grouped research items of the questionnaire particularly tested using the Cronbach's Alpha Coefficient (CAC). As a result, the SPSS reliability test yielded a CAC output that reveals the instruments' reliability. According to Reynaldo (1999), a research instrument is reliable within the range of 0.7- 1.0.

3.7 Data Analysis

Data was analyzed both qualitatively and quantitatively. Upon collection of necessary data from the field, the researcher analyzed, and interpreted it in relation to the objectives of the study. The researcher presented the findings in form of tables in the frequency and percentages in the way of establishing and determining the state of the community involvement in performance of secondary schools.

3.8 Ethical consideration

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in the study, the following activities were implemented by the researcher.

1. The respondents were coded instead of reflecting the names through a written request to the concerned officials of the selected private schools in order to access the data from them.
2. The researcher acknowledged the authors quoted in the study through citations and referencing.
3. Findings to the study were presented in a generalized manner to enhance privacy and confidentiality.

3.7 Limitations of the study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error. Measures were indicated in order to minimize if not to eradicate threats to validity the findings of the study as shown below;

Extraneous variables which were beyond the researchers control such as respondents honesty, personal biases and uncontrolled setting of the study.

Instrumentation: The research instruments on resource availability and utilization were not standardized. Therefore a validity and reliability test was done to produce credible measurement of research variables.

Testing: The use of research assistants brought about inconsistency in the administration of questionnaires in terms of time administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants were briefed on the procedures that had to be done in data collection.

Attrition/Mortality: Not all questionnaires may be returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal or withdrawal to participate. In anticipation to this the researcher reserved more respondents exceeding the minimum sample size.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS.

4.0 Introductions

This chapter comprises of the findings that were gathered by the researcher from Khabutola Sub-County on” Establishing the effect of community involvement on performance of secondary schools in Khabutola Sub-County, Manafwa district. This was based on the following specific objectives;

- To examine the ways of community involvement in the management of secondary schools in Khabutola sub county, Manafwa district.
- To establish the contributions of community in the performance of secondary schools in Khabutola sub county, manafwa district.
- To determine the challenges faced in community involvement in the performance o the secondary schools Khabutola sub county, manafwa district.

Presentation and interpretation of data in this chapter was done with the aid of quantitative and qualitative methods for example; the use of tables and personal analysis and interpretation were all presented.

4.1. Background characteristics of respondents

This was based on the gender of respondents, age, education, marital status and period of work in the organization.

4.1.1. Gender of respondents

Here the researcher was interested I gathering information on the gender of respondents and information got was presented in the table below.

Table: 1 shows the gender of the respondents

Respondents	Frequency	Percentage
Male	35	70
Female	15	30
Total	50	100

Source: Primary Data 2019

From the table above, it can be seen that the majority of respondents are male 35(70%) of the total respondents and female representing 15(30%) of the respondents. It implied that many of the respondents were male representing the highest percentage; the issue of gender sensitivity was adhered to by few female who were selected.

4.1.2 Age of respondents

Here the researcher was interested in gathering information on the age of respondents and information got was presented in the table below.

Table 2: shows the age of respondents

Age Brackets	Frequency	Percentage
20-29	20	40
30-39	25	50
40-49	2	4
50+	3	6
Total	50	100

Source: Primary Data, 2019

From the table above, it is clear that the age bracket of 30-40 the highest percentage of 25(50%) of the total respondents because they were considered to be the majority and being learned to contribute much information towards the subject of the study. This was followed by respondents who fall in the age bracket of 20-30 with 20(40%) of total respondents and followed by those of 50+ with 3(6%) and finally 2(4%). This implies that majority of the respondents are mature people hence information attained can be relied on for decision making.

4.1.3. Educational Qualifications of Respondents

Here the researcher was interested in gathering information on the education of respondents and information got was presented in the table below.

Table 3: educational qualifications of respondents

Age Brackets	Frequency	Percentage
Certificate	20	40
Diploma	25	50
Degree	2	4
Others	3	6
Total	50	100

Source: Primary Data, 2019

From the above table it is seen that the majority of respondents were diploma holders representing 25(50%) followed by diploma holders at 20(40%) followed by degree holders representing 2(4%) and finally others by 3 respondents representing a total percentage of 6% of the total respondents. This implies that the respondents are educated and therefore the information obtained from them can be relied upon for the purpose of this study.

4.1.4 Marital status of respondents

Here the researcher was interested in finding the marital status of the respondents; the information collected was presented as follows.

Table 4: marital status of respondents

Age Brackets	Frequency	Percentage
Single	15	30
Married	23	46
Divorced	12	24
Total	50	100

Source: Primary Data, 2019

The study findings on the marital status of respondents were that 23(46%) of the respondents were married, 15(30%) were single and those who were divorced or married were 12(24%). The study findings were also that those who were married were more. This means information was being attained from responsible people.

4.1.5 The period of work

Response	Frequency	Percentage
1-4 years	4	8
5-9 years	6	12
10-14 years	28	58
15 years	12	24
Total	50	100

Source: Primary Data, 2019

The study findings on the time respondents have been in Khabutola Sub-County, it was found that majority respondents had been in for 10-14 28(58%), 15 years and above were 12(24%) of the respondents, 5-9 years were 6(12%) and 4(8%) were for 1-4 years. It implies that many respondents had been in the organization for long so have information about the organization.

4.2 .Ways of community involvement in the management of secondary schools in Khabutola Sub-County, Manafwa District.

The first study objective was to determine the ways of community involvement in the management of secondary schools in Khabutola Sub-County, Manafwa District. To fulfill this objective, the study collected the data that is presented as below.

Table 6: Ways of community involvement in the management of secondary school in Khabutola Sub-County, Manafwa District.

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The community is involved in taking good care of school property	17	3	4	21	5
There is effective community involvement in the disciplinary management for the students	20	7	12	8	3
The community is effectively represented on the school management committee	20	10	5	7	8
The community enable parents to help children with homework	15	8	7	8	12
The community provide the labour in the construction of the schools	25	5	0	9	11
The community provide careers guidance for improving students' performance	25	4	4	5	16
TOTAL	122	37	32	58	55
PERCENTAGE	40.6	12.3	10.6	19.3	18.3

Source : Primary Data, 2019

The study above presents findings on the ways of community involvement in the management of secondary schools in Khabutola Sub-County, Manafwa District, from the table above, 17respondents strongly agreed that the community is involved in taking good care of school property 3agreeing as well, while 4 respondents were recorded for not being sure, 21 disagreed and 5 strongly in disagreed

20 respondents strongly agreed that there is effective community involvement in the disciplinary management for the students. 7 agreed 2 respondents were not sure, 8 disagreed and 3 strongly disagreed.

The community is effectively represented on the school management committee which had 20 respondents who strongly agreed, 10 agreed, 5 were not sure, while 7 disagreed and 8 strongly disagreed

The community enable parents to help children with homework and this had 15 who strongly agreed, 8 agreed, 7were not sure, 8 disagreed and 12 strongly disagreed.

The community provide the labour in the construction of the schools had 25 respondents who strongly agreed, 5 agreed, none were not sure, 9 disagreed and 11 strongly disagreed.

The community provide careers guidance for improving students performance had 25 respondents who strongly agreed, 4 agreed, none were not sure, while 5 disagreed and 6 strongly disagreed.

From table 6, the results indicate that the majority of the respondents strongly agreed on the ways of community involvement in the management of secondary schools in Khabutola subcounty, manafwa district with 40.6% of the respondents followed by those who disagreed with 19.3% then those who strongly disagree with 18.3% and 12.3% agreed while 10.6% were not sure.

4.3. Contributions of community in the performance of the secondary schools in Khabutola Sub-County, Manafwa District.

The second research objective was to establish the contributions of community in the performance of the secondary schools in Khabutola sub-county, Manafwa district. To attain the data the results are presented as below.

Table 7: Contributions of community in the performance of the secondary schools in Khabutola Sub-County, Manafwa District

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The community have material donations to schools such as footballs, furniture and wall clocks from parents	10	15	3	20	2
The community provide land to the schools for establishment and schools expansion	12	5	2	30	1
The community donate funds to schools for effective working	23	7	10	8	2
The community mobilize the scholastic materials for the schools in the local government	23	2	21	1	3
The community provide the labor in the construction of the schools	20	10	5	15	0
The community provide careers guidance for improving students performance	20	10	5	7	8
TOTAL	108	49	46	81	16
PERCENTAGE	36	16.3	15.3	27	5.3

Source: Primary Data, 2019

The study findings on contributions of community in the performance of the secondary schools in Khabutola sub-county, Manafwa district

From the table above the community have material donations to schools such as footballs, furniture and wall clocks from parents 10 respondents strongly agreed that, 15 respondents agreed 3 were not sure, 2 respondents strongly disagreed.

The community provides land to the schools for establishment and schools expansion had 12 respondents who strongly agreed, 5 agreed, 2 were not sure, 30 disagreed and 1 strongly disagreed.

The community donates funds to schools for effective working had 23 respondents who strongly agreed, 7 agreed, 10 were not sure, 8 disagreed and 2 strongly disagreed.

The community mobilize the scholastic materials for the schools in the local Government had 23 respondents who strongly agreed, 2 agreed, 1 who disagreed and 3 who strongly disagreed and 21 were not sure.

The community provides the labor in the construction of the schools had 20 respondents who strongly agreed, 10 agreed 5 were not sure and 15 disagreed and none strongly disagreed.

The community provides career guidance for improving students' performance with 20 respondents who strongly agreed, none agreed, 10 were not sure while 7 disagreed and 8 strongly disagreed.

The results from table 7 shows that that 36% of the respondents strongly agreed on the contributions of community in the performance of the secondary schools in Khabutola subcounty, manafwa district, then 16.3% agreed, 15.3% were not sure while 27% disagreed and 5.3% strongly disagreed.

4.4 . Challenges faced in community involvement in the performance of the secondary schools.

The study third research objective was to establish the challenges faced in community involvement in the performance of the secondary schools. In order to fulfill the objective, the data collected was presented and analyzed as below.

Table 8: Challenges Faced in Community Involvement in the Performance of the Secondary Schools.

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Low economic status among the people in the community	40	4	4	0	2
Low level of educative people in the community	30	10	4	5	1
Limited degree of parents awareness in the schools management	32	9	2	4	3
Lack of policy requiring or supporting community involvement in school management	25	14	5	4	2
Lack of society mobilization by education institutions on community stakes in education	29	14	2	3	5
Limited performance dimension in the management of the education sector	20	13	3	9	5
TOTAL	176	64	20	25	18
PERCENTAGE	58.6	21.3	6.6	8.3	6

Source: primary data, 2019

The data collected above shows that in line with the challenges faced in community involvement in the performance of the secondary schools.

Low economic status among the people in community had 40 respondents who strongly agreed, 4 agreed, 4 disagreed, none of the respondents strongly disagreed and 2 were not sure. This is where most respondents agreed and strongly agreed.

Low level of educative people in the community had 30 of the respondents who strongly agreed, 10 agreed, 4 agreed, 5 respondents were not sure and 1 strongly disagreed.

Limited degree of parent’s awareness in the schools management had 32 respondents who strongly agreed, 9 agreed, 2 disagreed, 4 respondents were not sure and 3 strongly disagreed.

25 respondents strongly agreed with lack of policy requiring or supporting community involvement in school management, 14 agreed, 5 disagreed and 2 respondents strongly disagreed and no respondent was not sure.

Lack of society mobilization by education institutions on community stakes in education had 27 respondents who strongly agreed, 14 agreed, 2 were not sure, 7.5 disagreed and 5 respondents strongly disagreed.

From the table, it is clear that there are challenges faced in community involvement in the performance of secondary schools in Khabutola sub county, manafwa district. The findings indicate that most of the respondents strongly agreed with 58.6%, 21.3% of the respondents agreed while 6.6% were not sure as 8.3% of the respondents disagreed and 6% strongly disagreed.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS PLUS AREAS FOR FURTHER STUDY

5.0 Introductions

This chapter contains a summary, conclusion, recommendation and the areas for further study of the findings to the research topic entitled” community involvement in performance of secondary schools I Manafwa District. The findings were obtained basing on the specific objectives of the study.

5.1 Summary of Findings and discussions

5.1.1 Ways of community involvement in the management of secondary schools in Khabutola sub county, Manafwa district.

The summary on the ways of community involvement in the management of secondary schools in Khabutola Sub-Country, Manafwa district. The findings based on Table 6 on page 25 indicate that the majority of the respondents strongly agreed on the ways of community involvement in the management of secondary schools in Khabutola subcounty, manafwa district with 40.6% of the respondents followed by those who disagreed with 19.3% then those who strongly disagree with 18.3% and 12.3% agreed while 10.6% were not sure.

5.1.2 Contributions of community in the performance of secondary schools in Khabutola sub county, Manafwa district.

The study findings on the contributions of community in the performance of the secondary schools in Khabutola sub-county, Manafwa district. The findings according to table 7 on page 27 show that 36% of the respondents strongly agreed on the contributions of community in the performance of the secondary schools in Khabutola subcounty, manafwa district, then 16.3% agreed, 15.3% were not sure while 27% disagreed and 5.3% strongly disagreed.

5.1.3. Challenges faced in community involvement in the performance o the secondary schools Khabutola sub county, manafwa district.

The study findings on challenges faced in community involvement in the performance of the secondary schools in Khabutola subcounty, manafwa district as shown in table 8 on page 29

ndicate that most of the respondents strongly agreed with 58.6%, 21.3% of the respondents agreed while 6.6% were not sure as 8.3% of the respondents disagreed and 6% strongly disagreed.

5.2. Conclusion

The purpose of the study is to establish the effect of community involvement on performance of secondary schools. The objectives were to examine the ways of community involvement in the management of secondary schools, to establish the contributions of community in the performance of the secondary schools and to determine the challenges faced in community involvement in the performance of the secondary schools. The study on the findings conclude that the there are different mechanisms of community involvement in the management of the schools though these are highly limited. The study further concludes that the community participates in performance of the schools through provision of land, funding and some school needs. There is limited degree of parent's awareness in the schools management, lack of policy requiring or supporting community involvement, lack of society mobilization by education institutions and limited performance dimension in the management of the education sector.

5.3. Recommendations

The study recommends that there is a need to orient and educate all the stakeholders on their responsibility of participating in decision making process in schools as well as ensure transparency and accountability of the funds they help to raise. Schools should give emphasis to community participation in the curriculum implementation in addition to fund rising. They should develop holistic plan for enhancing community participation in curriculum implementation and control of children's education.

This study recommends for the school administrators to take up the responsibility of creating a mutual understanding and partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of the students. It was also recommended that head teachers should equip themselves more with various administrative tools such as effective supervision, effective leadership, effective communication and discipline in a bid to improve their level of effectiveness in the management of secondary schools in the sub-country. Head teachers should

be exposed to seminars and workshops to equip them with modern tools of management. Increased efforts should also be made by the state ministry of education and its agencies at regular supervision and monitoring of schools for effective management.

The study recommends for deliberate involvement of the community in affairs of the school. The study recommends that policy formulation on matters on management of secondary schools should be all inclusive so that it can address the societal needs. Therefore, the ministry of education ought to formulate a structure that allows for community participation at policy formulation stage to its implementation and maintenance.

5.4. Suggestions for Further Research

The following recommendations were made for further research:

- A similar study should be done in all the other parts of the country to assess the impact of community involvement in public secondary schools.
- A study of public primary schools to establish the impact of community involvement in public primary school education offered in the schools.
- A study on how free secondary education will impact on community involvement in management of public secondary schools in schools.
- A study on the policies and guidelines in community involvement in management of schools

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Appendix I: Research Questionnaire

Dear Respondent,

I am Watamba Pasckal a student of Kampala International University Uganda pursuing bachelor's degree of arts with education. As part of my study at Kampala International University, I am conducting a study on “community involvement in performance of secondary schools in Manafwa district.

Please spare some time and answer the questions that follow. Your response will be kept strictly confidential and will only be accessed by the research team. The information provided will only be used for academic purposes in this study.

Thank you very much for your time and cooperation.

Yours Cordially,

.....

Researcher

SECTION A- Characteristics of Respondents

1. Gender

a) Male

b) Female

2. Age

a) 20-29

b) 30-39

c) 40-49

d) 50+

3. Qualification academically

a) Certificate

b) Diploma

c) Degree

d) Masters

4. Marital status

a) Single

b) Married

c) Separated/divorced

Part B: Ways of Community Involvement in the Management of Secondary Schools in Khabutola Sub-County.

The use of likert scale were

1= Strongly Disagree, 2= Disagree, 3=Not Sure 4=Agree, 5= Strongly Agree

Direction: please tick the column corresponding rating that best describes your response using the guide below.

Score	Mode of Response	Description
5	strongly agree	You Agree with No Doubt
4	Agree	You Agree with Some Doubt
3	Not Sure	Not Aware Of the Situation
2	Disagree	You Disagree With Some Doubt
1	Strongly Agree	You disagree with no doubt

Ways of community involvement in the management of secondary schools		Rankings				
		1	2	3	4	5
1.	There is effective community involvement in the disciplinary management for the students.					
2.	The community is involved in taking good care of schools property					
3.	The community is effectively represented on the school management committee					
4.	The community enable parents to help children with home work					
5.	The community provide a conducive environment for the study					
6	Community like NGOs is effectively involved in organizing workshops on school management					
7	The community manages the school through the parents teachers association					

Part C: contributions of community in the performance of the secondary schools in Khabutola Sub-County, Manafwa District.

		Rankings				
	Contributions of community in the performance of the secondary	1	2	3	4	5
1.	The community have material donations to schools such as footballs, furniture and wall clocks from parents					
2.	The community provide land to the schools for establishment and schools expansion					
3.	The community donate funds to schools for effective working					
4.	The community mobilize the scholastic materials for the schools in the local government					
5.	The community provide the labour in the construction of the schools					
6.	The community provide careers guidance for improving students performance					

Part D: Challenges Faced In Community Involvement in the Performance of the Secondary Schools.

		Rankings				
	Challenges faced in community involvement in the schools	1	2	3	4	5
1.	Low economic status among the people in the community					
2.	Low level of educative people in the community					
3.	Limited degree of parents awareness in the schools management					
4.	Lack of policy requiring or supporting community involvement in school management					
5.	Lack of society mobilization by education institutions on community stakes in education					
6.	Limited performance dimension in the management of the education sector					

Appendix ii: Study Budget

NO.	ITEM	NUMBER OF ITEMS	COST PER ITEM	TOTAL COST
1	Transport (Kampala to Manafwa)	1	30000	30000
2	20 days' travel to parishes	20 days	6000	120000
3	20 days' lunch	20 days	2000	40000
4	Clipboard	1	5000	5000
5	Single ruled papers	1 ream	15000	15000
6	Pens	5	1000	5000
7	Typing and printing			50000
8	Airtime			10000
9	Data bundles			20000
10	Transport (Manafwa to Kampala)	1	30000	30000
11	Miscellaneous			100000
	TOTAL AMOUNT			425000

Appendix iii: Time Frame

This entails different activities and their stipulated weeks when to be preformed.

NO	ACTIVITY	TIME	
	Pilot study	April	2019
	Proposal write up	May	2019
	Questionnaire and other data collection development	June	2019
	Methodology & literature review	June	2019
	Data collection	Early July	2019
	Data processing & analysis	Mid July	2019
	Complete dissertation review	Late July	2019